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Advancing sustainability through education and social practice: Integrating knowledge and action

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Editorial

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Abstract

It is our great pleasure to offer this first issue of the *Journal of Education, Society & Sustainable Practice (JESSP)* to our avid readers. The motto of the journal is to explore and present how scholastic values and societal actions may connect to construct a sustainable, resilient and better world for humanity at large. This vision guides us to improve sustainability through interdisciplinary research and discussion. Our mission is reflected in JESSP contributions that represent the transformative potential of education across historical, social and environmental contexts.

1 Introduction

The launch of the *Journal of Education, Society & Sustainable Practice (JESSP)* acknowledges the role of education as a central driver of sustainable and resilient societies. As global communities face interconnected environmental, social, and governance challenges, education plays a critical role in shaping the knowledge, values, and practices needed to advance sustainability across local, national, and global contexts (Marouli, 2021; Abo-Khalil, 2024; Assefa, 2024; Mittal and Bansal, 2024; Ul Hassan et al., 2024). This inaugural issue establishes JESSP as a platform for rigorous scholarship that examines how education can contribute meaningfully to sustainable development and social transformation.

JESSP promotes interdisciplinary research and dialogue spanning sustainability education frameworks, institutional practices, community-based learning, indigenous knowledge systems, and policy development. By publishing theoretical, applied, and policy-oriented work, the journal aims to bridge research, practice, and governance, supporting evidence-based approaches to integrating sustainability into educational systems. Through this work, JESSP seeks to inform policy, inspire practice, and foster collaboration among scholars, educators, policymakers, and practitioners committed to building sustainable futures.

2 Articles in the current issue

The opening article, Tune-in teaching: An advanced organizer mediated sustainable teaching tool, introduces the 'Tune-in teaching approach', a music- and metaphor-based tool designed to enhance students' engagement in understanding difficult concepts. Using constructivist theory, it demonstrates how creative pedagogical strategies can enrich learning and support sustainable education practices. The interdisciplinary nature of JESSP aligns with the insights of this study, showing how innovative, constructivist teaching approaches offer pathways to address broader educational challenges.

A complement to this sustainable teaching perspective is the study titled Attitude of secondary school students toward education in relation to pre-matric scholarships in West Bengal, India. It examines the targeted social support systems that scaffold engagement with education. An empirical analysis of students from marginalized communities highlights the role of scholarships in promoting equity, reducing dropout rates and empowering them. These core values echo the journal's mission of inclusive educational practices for social sustainability.

The third article, Evolution of the evaluation system of education in India: A comparative analysis, provides a comprehensive scrutiny of assessment practices across historical eras. The strengths of ancient holistic evaluation vis-à-vis contemporary standardized systems have been underscored in the article, inviting a rethink on modern educational assessment processes. The insights that draw on diverse knowledge systems to enhance educational quality and support sustainable learning environments complement JESSP's dynamics.

The fourth article, Development of training colleges in Colonial Bengal (1908–1947), British India, provides an in-depth historical exploration of teacher education during a foundational period in India's educational landscape. The analysis of the archival materials through rigorous methods reveals how teacher training institutions emerged within broader socio-political structures in Bengal. The research aligns with JESSP's commitments and appreciates the evolution of educational systems in understanding sustainable practices of the past and their influence on present educational realities.

Social perspectives, a core focus of JESSP, has been foregrounded in the Historical genesis of corporal punishment and its effects in shaping teacher's perception in West Bengal, India. The article examines how corporal punishment in India is rooted in evolving social order, authority, and cultural notions of justice. Once an accepted disciplinary practice, it has become a serious contemporary social and educational concern. The study highlights the impact of entrenched cultural practices on disciplinary methods and moral development, calling for a reassessment in light of child rights and social reform.

3 Conclusion

Through critical inquiry and shared knowledge, the journal supports the development of resilient and sustainable societies by connecting research, practice, and policy in education for sustainability.

The articles of this issue of JESSP project the polygonal ways in which education, sustainable practices and societies can interweave. From historical insights to contemporary policy analyses and sustainability-focused frameworks, these articles exemplify the journal's mission to foster multi-discipline dialogues and collaborative solutions for global challenges.

We hope that the research presented here will stimulate researchers, educators, policymakers, and sustainability practitioners to engage deeply with the complex interdependencies between education and sustainability, and, in doing so, contribute to shaping a fairer and balanced future.

4 Ethical statements

Not applicable.

5 Conflict of interest

The authors declare no conflict of interest related to this study.

6 Data availability statement

Not applicable.

7 Author contributions

Kalyani Samantray: Conceptualization and writing original draft. Somnath Das: writing review and editing. Jayanta Sen: writing review and editing. All authors approved the final version of the manuscript.

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